MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753

The Spanish School

August, 1984

TO: David Rowe

FROM: Roberto Véguez

SUBJECT: Post-Mortem

This is a very skimpy post-mortem because Judy is doing a more extensive one. She is an absolute treasure and I hope that you will look after her welfare.

For one thing. She has worked so many extra hours that I have lost count of any Comp time that she deserves. I am sure however that she is owed at least four day's worth of vacation time, which combined with the 4th of July, should give her a total of two weeks, and that is being conservative.

LOGISTICS

1. Receiving memoranda concerning procedure was extremely helpful as were weekly secretarial meetings led by David Rowe before the sessions actually began.

2. The hour of lunch raised some complaints, some health related. With cooperation from the French School special permission was given to at least one student. Lines for breakfast also posed some problems for a few students.

3. The second picnic at Lake Dunmore produced cause for comment from a few who said that their class work did not permit them to travel to eat. Perhaps the scheduling could be worked out to accommodate the continuation of this tradition to the enjoyment of all.

4. Azteca is not a good film distributor for reliabilities in delivery on the date pre-arranged. Shifts had to be made in the scheduling to accommodate an unanticipated absence.

5. Esteban did a good job with announcements and I found a number of students could consult them when posted in the office. I would recommend that the idea be followed in subsequent years.

6. It might be helpful to establish office hours and print them in arrival materials so that students are not surprised.

7. Sunderland's communication came via telephone or memorandum. The strongest disadvantage I would foresee for the coming year would be computer access and printing of information therein. This summer I found that I could not use a terminal in Voter and have it print there without having to go through other channels. Rather than leave the office for extended periods of time I opted to use the typewriter. Perhaps with proper planning Kim's job might also be reduced to allow her time to develop other ideas for which she did not have time this summer. Her password might be amplified to include destroying files when appropriate. Her password only operated in creating files.

EVALUATIONS

1. Whatever has to do with professors must go directly to the Director. Per his decision the 300-level conversation class were to receive evaluations at the mid-way point as the students would not see their professor again. Clarification might also be sought concerning the other 300-level courses as for in the cursillos some students will no longer have the same professor.

2. A sheet concerning procedures for final grades was sent to the professors in English (from Marilyn's office) and in Spanish. Late exams caught some professors short of time despite their desires to meet deadlines as outlined. I might suggest a revision of the sheet that went out to the professors requesting that as soon as possible they notify us of the grade of those students who plan to graduate. Hopefully by doing so they would have sufficient time to devote to the careful correction of the others.

3. I would advise against giving students their grades the last day as the office becomes congested and there is litte time to devote to much else.

4. I presume the purpose of the final evaluation is two fold... to give Professor Pope, the Director, an idea of the faculty as perceived through the eyes of the students, and to give the faculty constructive criticism of their course and contents. With this in mind, I would continue to send all course evaluations along with their grade roster to every professor. I would also reiterate the fact that should students request their final exams, students should leave self-addressed stamped envelopes with their professors.

Registration & Add/Drop.

The SS pre-register its students. I suggest that the School be allowed to put a copy of the course card in the arrival packet of all students. If the students agree with the course assignment, there would be no need for them to actually go to the registration in McCullough. They would go only in case of conflict. This would also mean that the students could arrive on campus a bit later than they do now. Beginning students should not be on campus until Saturday or Sunday--there's no need for them to pre-register (no choices there) and their use of English would be less noticeable.

Add/Drop. The Dean or the Director should keep tabs about the number of people coming into or dropping out of courses. Sometimes multi-sectioned courses end up with uneven enrollments because word quickly spreads around concerning the qualities of a particular instructor. As the students dribble in and out of courses, the office staff does not realize sometimes what is happening until the second week of the course.

Admissions.

The number of students that are going to be admitted to the School must be determined early enough for the Dean to plan her admission's strategy. This year we were more selective than ever; that selectivity should be kept up.

Arrivals.

See Registration for arrival schedule.

A checklist should accompany the pre-arrival packet. Students kept coming to the office first, not having remembered that they should have gone to Campus Security upon arrival. This information was available to them, but they receive so many papers and instructions in the mail that they tend to forget. A checklist like the one we use for the students going to Spain would be of help.

Buildings.

Under no circumstances should the School be scattered around the campus as it was this past summer. It was disruptive, conducive to the use of English, taxing to the staff.

Campus Services.

Virginia Hall and the Building and Grounds staff did a superb job again this year.

The Athletic Department staff should be enrolled if needed, to put order into the soccer league.

Soccer is a very desirable activity, but not the way it was conducted this summer. The Spanish School rejected the collaboration of the best soccer player on the Campus because he did not speak Spanish. He was immediately picked up by the French, even though he was not capable of speaking the language. When the Spanish School protested, the player was pulled out of the team but re-instated because of French pressure. Also, the professor in charge of the French team is a very unpleasant person on the field. The moment he leaves the students alone, both French and Spanish play for the pleasure of it and with great comraderie.

Evaluations.

The evaluations should be handled the way they were this year, i.e., they should be given to the students the last day of classes and one of them should take them to the office.

Faculty.

The Faculty should be told by one way or another that the School's office can not tell the students their grades the last day of the sessions nor can we return the exams. A student who wants the grade should give the faculty member a self-addressed, stamped post card, and an envelope if he or she wants the exam back.

A room for the telephone should be provided for the faculty, using a similar arrangement as this year's.

Financial Aid.

The named scholarships should be decided upon in late Spring, so that during the opening cermeonies the Director can announce who the recipients are.

Housing.

See under Buildings.

Logistics.

The Dunmore picnic should be scheduled for the second weekend instead of later in the session. Students should be warned that there is an entrance fee for the beach and they should also be provided with maps so that they can get there. A sign-up sheet for transportation should be made available so that those with no cars can be assured of transportation.

AUG 30 1984

MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT 05753

August 25, 1984

The Spanish School

To: Edward C. Knox, Director of the Language Schools

From: Randolph D. Pope, Director of the Spanish School R.P.

Subject: Post Mortem

Admissions. I will let Roberto comment on this item, but it should be noted that we had 203 students enrolled, 219 acceptances, 288 applications and 908 inquiries, a better record than in previous years. Noticeable is that the number of students accepted but declining to come (only 16) is down from previous years (74 in 1982 and 80 in 1983).

Arrivals. Whatever was done to reduce previous problems worked. The arrival was smooth and pleasant. We have proposed a change in the arrival of first year students, since they spent too much time wandering around campus without much to do.

Buildings. Upkeep can be better, as well as cleaning.
Students in Hepburn need a lounge. We propose to use the rooms adjacent to the TV room for this purpose.
The classroom in Centeno drew a lot of negative remarks in student evaluations, due to the fact that there is some sort of pump that runs on and off. We got several complaints from classrooms near French phonetic courses (very loud tape recorders). Can those classes be put in rooms that do not let through so much noise (Sunderland, perhaps)?
A place is needed for faculty to have some sort of office hours. Maybe we could reserve one room in Hepburn and furnish it as an office.
The Spanish office continues to inundate regularly. Can anything be done about it?
On the positive side, excellent renovation of the furniture in the Hepburn faculty lounge, and superb installation of Spanish TV room.

Campus Services. We got good and prompt service from Buildings and Grounds when we needed it.
Special thanks to everyone in the theater. Excellent and wise help.
Food Services improved, but it can always continue to improve. Breakfast is overcrowded.
The Infirmary was helpful, as well as the Counseling Service.
No problems with Central Duplicating.

Financial Aid. I am not aware of any major problem in this area.

MIDDLEBURY COLLEGE
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The Spanish School

Faculty. Good housing conditions went a great way towards insuring a productive summer for the faculty.
We should insist that faculty who come from abroad should have medical insurance. In fact, it may be wise to simply provide it to them in case they do not have one.

Logistics. We got excellent support from our team of secretaries.
Obligations of the student who helps in the office should be better defined across all schools.
We got friendly and prompt assistance from Sunderland whenever we needed it.

Registration. We have already proposed that registration be handled in a different way next year.

Some of these points will be expanded upon in my forthcoming report.

cc: Alicia Abreu
Roberto Véguez

P O S T - M O R T E M

At this time when a post-mortem is requested, I have recorded some personal observations on the following pages. According to The American Dictionary of the English Language, fourth printing, the term post-mortem is used in informal English to mean "an analysis or review of some completed event." Here I do not propose an in-depth analysis, but rather a superficial review of the past year at the Spanish School.

My appreciation is extended to all those who have helped throughout the cycle. First, thanks to Anne Winton, whose concern for her replacement and the benefit of the Spanish School led her to choose to leave when the cycle was just beginning anew. She was more than willing to help in any way possible as questions arose, even after her departure. Due to her commitment and her fine attention to detail, my job has been made much easier. She was indeed a hostess in the larger community of Middlebury as well. I wish her well in her current responsibilities and know that she will continue to excel.

It is with similar confidence and respect that I view Dean Roberto. I have been awed by his dedication to the Spanish School and to the greater Middlebury College community. Throughout the academic year he was constantly assaulted with numerous and ofttimes trivial questions but he always bore them with patience and good humor. His replies to my inquiries were prompt and he was always striving to find more efficient, expedient ways to accomplish duties at hand. Never were his decisions made lightly nor hastily. As a result, he inspired confidence in others by his wealth of knowledge in the workings of this institution and those herein. His preparations for this summer, as in other areas, were thorough. Before the arrival of faculty and students, Roberto could be seen personally checking rooms, putting up signs, attending to minor detail. His stamina seemed boundless as he gave generously, anticipating student and colleagues' requests. His endless energy was also taxed once they were physically present on campus. He could be seen working behind the scenes giving unselfishly of his time and talent with a resourcefulness to be highly commended. The great success of the workshop reflects his meticulous planning, his readiness to exert his whole-hearted devotion to imparting to others that which study and practice has wrought. The effectiveness with which Roberto has executed his duty and beyond, and the worthiness of his ideals toward perfection are examples to me. The Spanish School per se and the individual lives of students, professors and staff composed thereof, have benefitted in untold ways by all of his outstanding contributions, as have, I am sure, both Middlebury College and the profession in general.

I am also indebted to countless others. During the year I found Connie Weems and Dean O'Connor of the French School to be of considerable assistance in fielding a number of questions. Their patience and courtesy exceeded their call of duty. Others were likewise helpful. David Jamieson, the student assistant, concentrated on whatever task was at hand with unsurpassed accuracy. His attitude followed suit and it was a pleasure to work with him. Ms. Baker and Mr. Saint Louis stepped in upon David's departure.

The circle widened from those in the office to those in a number of other areas throughout Sunderland and the campus. It is with the help of Evelyn Palmeri and her assistant Carole that many potential conflicts were averted or resolved. It is with the help of Genevieve Mayer and her accurate input that correct information could be gleaned concerning students' addresses on campus and off. It is with the aid of Marjorie Grant that we received rental typewriters on schedule, that our accounts were kept in order, that checks arrived as designated, and that D.M.L. students' finances were attended. It is with the experience, generosity and expertise of Marilyn Ewell that records of registration, of past attendance, of requirements, etc. were maintained and that helpful reminders and memos concerning procedures were sent. It is with Linda's prompting that the files of D.M.L. students should stand complete. It is with the readiness to extend suggestions from all the Language Schools secretaries that one such as myself could pretend to make it through the summer. Yet had it not been for the services of those offered so cheerfully in the Copy Room, i.e., Kathy and Susan, the summer might not have passed as smoothly.

Numerous others from the Office of Financial Aid to the Student Accounts Office, from Cristina in Johnson to Susan in Forest, from efficient workers in Reprographics to Food Services, from Campus Security to Building and Grounds seemed to blend in a spirit of cooperation for the benefit of all. The Language Schools are indeed places for learning on all levels. The reputation for excellence established in the past was, in my estimation, carried on in 1984 by Language Schools' directors and deans, among which Director Randolph Pope and Dean Roberto Veguez of the Spanish School share a part.

Thankful for the opportunity of working with them, the highly qualified faculty and staff, I submit the following according to the format suggested in Professor Knox's memorandum of June 12, 1984.

ADMISSIONS

1. The application packet worked well, but if the application form remains as is the Spanish School should include instructions in the general cover letter. We have done so for the general junior year abroad letter. The instructions should request that the students please indicate the exact sessions to which they are applying, be they junior or graduate, year, fall or spring--advising them that a preliminary summer is necessary for the M.A.

2. For those who have not submitted an official transcript with the title and date of the conferral of the degree, the requirement should be incorporated into the body of the acceptance letter.

3. For late acceptances I believe the Spanish School might act upon the recommendation of other schools in that the secretary might call to collect the information necessary for the appropriate forms and to advise the students that they will have to be prepared to pay the total cost upon arrival. Mention of a letter could also be made except in instances like Ellen Hemkes who was flying in from California. I would suggest that when less than a week exists any "pre-arrival" materials be held and presented upon arrival.

4. I believe clarification might be made in pre-arrival materials regarding the dates. Although the Handbooks were specific some students would have liked to have known that the arrival date was just that, not the first day of classes.

5. Should the graduate intern program continue perhaps guidelines governing their admission might be established. Do they or do they not have to take the placement exam for a comparative basis? This year the Spanish School had one intern who followed the regular admission procedure until she learned of the existence of the program. It was not until the summer that she advised us that she did not plan to attend the Graduate School in Madrid and was therefore cancelled in the computer.

ARRIVALS

1. Handbooks and pre-arrival packets facilitated arrival procedures for those who had read them.

2. Should level I be offered next year, a modified language pledge should be printed.

3. One of our inserts in the arrival packet for the undergraduates should be changed to reflect the procedure of the graduates if level I is to be offered. For registration purposes it might be wiser to write:

A - L	1 - 2:00 PM
M - Z	2 - 3:00 PM.

4. Please see Roberto's memorandum of July 4th to Marilyn Ewell, regarding registration as well.

5. Key cards for graduate interns might be generated with those for the professors or for the students in the future.

6. Rooms should be ready for the correct number of occupants. This was not the case in one situation and as a result the student was issued another key, not within the domain of the Spanish School. The student was aware of the conditions of vacating Starr, had checked with the other resident in the room and had found that it was still not ready for double occupancy. When asked whether she was in the room where she had been assigned per slips on Monday when respective offices were open, it was found that as was expected, she was not. While the circumstance was eventually remedied thanks to Evelyn Palmeri's efficiency, further instances should be avoided for the sake of students and staff alike.

M E M O R A N D U M

July 4, 1984

TO: Marilyn Ewell

FROM: Roberto Veguez

SUBJECT: First-year Students

1. If we are going to keep the Beginning language level next summer, we suggest that first year students arrive on Saturday afternoon of the weekend when 7-week students arrive. Saturday is the day for placement tests, and while other students are taking those, beginners could come to the offices where their use of English would be less disruptive. Another alternative is to have them arrive Sunday morning, during advising hours, but at that time, offices are full of students, and in any event, students tend to get here in the afternoon, when we would be busy with registration.

   If the arrival of 1st year students is set for Saturday afternoon, on Sunday morning they could be given an introductory lesson on the basic vocabulary they'd need to get them through the first couple of days.

2. Regarding the registration procedure in general, the Spanish School could work very well with the following set up:

   Students would follow the current arrival schedule except that, during advising hours the School's office would collect their Registration cards and all other papers. In the afternoon, the Schools' personnel would gather in one place to alphabetize the forms, pull out header and course cards, etc., under your supervision.

BUILDINGS

1. There were some complaints about missing chairs, desks, and mirrors in dormitory rooms. A general complaint about the condition of the beds was also lodged by a number of faculty members and students. A few students wanted to remove the beds in favor of sleeping on the floor. Remedies came in suggesting that people get bedboards for firmer mattresses.

2. Some rooms in Hepburn were decorated with a fresh coat of paint before the arrival of students. Those looked great!

3. Rooms should be checked and rechecked, not only dormitory facilities but offices and classrooms as well. Requests for moving beds and for blackboards and desks were met.

4. Water continues to seep into the basement although a person came to inspect the premises. After a heavy rain shower, water needs to be mopped from the floor and in the future it might be cause of accidents should care not be taken. Wet floors are extremely dangerous for the unwary and unsuspecting, even for those who are conscious of the risk but step out of kilter. ¡Ojo! (It also means that people should not forget to store things on tables or shelves, not under tables or against the walls on the floor.)

5. When furniture or other goods need to be moved, care should be taken to preserve them in as good a condition as possible.

CAMPUS SERVICES

1. Two issues of greater consequence:

   A. Overall those responsible for responding to physical plant orders did a fine job. There does seem to exist no system for follow-up. One assumes if there is no further complaint that the work has been done. In one particular instance, I found that upon resubmitting a copy of a physical plant request form about which I had heard another complaint, I was later able to pass along the information that there was no longer a supply of mirrors. The response was channeled and the students at least had an explanation. (Esteban kindly volunteered his until replacements arrived.) I believe the shortage of fans was felt throughout the summer by the professors.

   B. Professors must be reminded to go through the Spanish School office rather than deal directly with Sunderland or food services. In this way the process yields faster results, accurate records are kept, and potential misunderstandings are somewhat eliminated.

2. All services worked with great cooperation.

   A. Campus Security not only took care of those who arrived on time, early or late, but they also helped during the arrival of the Spanish School two-week seminar. In many cases, they acted as the first face to face contact the students had with Middlebury. Their services were appreciated.

   B. Career Counseling and Placement also worked with the Spanish School--most times unbeknownst to the School's staff. They will have coordinated a visit by an alumnae of Middlebury who was scouting recruitments for a possible job opening where she works in administration in hiring. Their help in supplying former students with information is appreciated as well.

   C. The Custodial Staff was working before the students arrived, while they stayed and after the students departed. My prime contact came Monday, August 13th. They kindly left glasses, plates, and silverware in the kitchens of Hepburn which had been retrieved from various dorm rooms. I took an inventory and it looks like Spanish School students might have removed more than expected, if the counts were correct at the beginning of the summer. It is hard to believe that anyone would have taken two dish drainers and tea kettles, more than forty plates and a similar number of glasses, cups and saucers. If the Spanish School gets billed for these, I would suggest that next year a representative from the Spanish School take a quick glance at the kitchens before the start of classes for curiosity.

D. Food Services attempts to work with a wide range of preferences. From a long standing attendant of the Spanish School, I understand that the food has improved over the years. One complaint came from coffee lovers who lamented the lack of a functioning coffee machine in the morning. As I never drank coffee there I can neither support nor refute their claims.

I found that when clarification was needed Food Services did not hesitate to inquire. Their help was appreciated with the exception of the lack of notation of the fact that ashtrays would be returned later after a social function at Perkins.

E. I had minimal contact with the Infirmary except to clarify for a student that the health form for the School in Madrid was separate from that for the summer session. I expect that had there been problems, I would have been notified. If I am not mistaken the Spanish School did draw upon other health services of the College and briefly kept in close contact with the particular people involved.

F. The locksmith also was quite helpful on many occasions, from unlocking bathroom doors, to fitting them with correct locks to accommodate the students' needs, to producing keys to telephone room hideaways and closets, to repairing locks on windows and doors in the office as well. Perhaps next year advance arrangements might be made for outgoing telephone calls from professors with no access to a phone.

H. Reprographics did an admirable job in the heat of the summer. A photocopy of the order form proved a satisfactory answer to keeping track of the exact order although on a few occasions, Esteban did some stapling of his own. Please see Evelyn's memorandum concerning pick up.

I. The first few days in Hepburn we operated out of the Bell Telephone System. Thanks to Kathy and Susan's help it functioned until our telephones arrived. If the Spanish School continues to relocate the secretary must remember to include the telephone conversion. This year #5538 corresponded to the front office, #5539 to the back office, #5540 to the Dean's office (but it is Roberto's extension), #5683 to the Director's office and #5689 to Suite 105 Hepburn where Professor Camacho lived. Another telephone will be needed for professors. By the same token telephones are a crucial part of the move back to Sunderland.

J. For dance classes and the like coordination is a must. Esteban usually handled arrangements but in the event of a timetable conflict that which was recorded officially took precedence. The jazz class was off an running near the start whereas a student willing to share her talent in the area of flamenco experienced a bit of the manana philosophy due to an apparent lack of space during the hours she hoped to dance. Thanks to her perseverance she did find a place equipped for her needs.

7/16

Roberto -

The story on Reprographics:

1. In the past two summers, Gerry has made deliveries from Repro. twice a day. He has also taken large cartons directly to the school offices outside of Sunderland.

2. This summer he has been forbidden to do so. In fact, he was told he could not deliver cartons to us except twice a week, as in Bookstore deliveries.

   Why? I do not know. I spoke to George Whitney about this, and he was kind enough to allow Gerry to bring large cartons to Sunderland every afternoon, only.

3. Susan cannot be expected to walk over with cartons. She does deliver what is ready with her late morning run, if it is not excessively heavy..

4. She does the same in the afternoon.

5. Any large orders to Reprographics must wait until Gerry brings them in the afternoon, unless you wish to send someone from your office in the car.

I am sorry about this. It has caused a lot of aggravation this summer.

Please call me if you wish to discuss further. Susan has been quite upset about this as everyone thinks she is not doing her job.

Evelyn

EVALUATIONS

1. Whatever has to do with professors must go directly to the Director. Per his decision the 300-level conversation class were to receive evaluations at the mid-way point as the students would not see their professor again. Clarification might also be sought concerning the other 300-level courses as for in the cursillos some students will no longer have the same professor.

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FACULTY

1. What a selective group of people!

2. In communication with professors everything must be clearly noted.

3. A question arose concerning insurance one of the initial days of the sessions. The secretaries had been instructed to refer professors' questions to the agency itself. On this occasion it was not possible. A gentleman wanted to inscribe immediately and paperwork would have been delayed had more time elapsed. We in the office had no information except the paper which Evelyn had included with forms of the session. I attempted to call the toll free number listed thereon and I was told that the agent for Middlebury was not available. I was also informed that there was no one on campus as a representative I contacted the Infirmary and they offered to write a letter for clarification. I spoke with a number of others concerning insurance until finally I spoke with someone in the Comptroller's office who suggested I send the professor and his wife there. Being unfamiliar with who would be responsible for such affairs and finding that those with whom I spoke had no concrete information on hand, I used valuable time of the professor. For future reference, I should anticipate needs and thereby stand ready to act when called upon.

4. Book orders were another bone of contention. Some professors who had recommended books for the course and possessed the book at home had not brought the books with them as they thought that the Spanish School would provide a copy of them. The Spanish School was thus caught short and had to use valuable funds in purchasing desk copies. Before the start of the program in late February or early March book orders should be sent out via the Bookstore. At the same time desk copies should be ordered for every professor expected to give the course. These books should not be sent to the professors' home addresses but rather to the Spanish School at Middlebury.

5. It might be kept in mind that should Professor Saldivar return with his vehicle, it may not be hooked to electrical current inside dorms.

FINANCIAL AID

1. Problems which arose with specific students were quickly resolved by efficient workers in the Office of Financial Aid.

2. Inaccuracies on print-outs were in part due to students' interpretations of the application forms. Another factor was the fact that students at the 400-level are not officially considered graduate students that first summer for they will not have fulfilled three graduate level courses. Technically they must complete the first fall yet they are in full-time pursuit of their graduate studies. For next year for consistency I believe that students who are accpeted at Level IV for the summer and tentatively to the School in Madrid for graduate work should be coded as graduate students whereas those who hope to only pursue a summer at that level might be considered non-degree students until the following summer when they might subsequently be M.A. candidates.

HANDBOOKS

1. Handbooks proved extremely useful for reference as they contain concrete information governing all facets of students' stays, from pre-arrival points and arrival information through those relative to their departure. (The only observation pertaining to the Middlebury Language Schools Handbook, 1984, is that M.A. candidates who had received their candidacy letter in 1983 or before found upon their receipt of the Handbook that the 1984 guidelines had changed the transfer of credit regulations. This became some cause for concern for students in the Spanish School especially.)

2. A general consensus was to eliminate the last portion of the paragraph on page 29 of ESPANOL: Some students upon authorization of the director, may write a long paper under the supervision of a faculty adviser. This paper is the equivalent of two courses (units).

3. The Madrid handbook has seen a marked improvement. Kim does have more revisions. She would like to stress that she is always available to field students' questions. I would like to take the opportunity to say that this was also the case throughout the summer. She had students' best interests at heart amidst her busy schedule. She took the time to organize a flight and make accommodations at a colegio mayor possible. I believe her actions are commendable. Her comments likewise reflect knowledge of circumstance abroad.

HOUSING

1. Roberto helped in the room assignment for the Spanish School. Rooms were first assigned to the D.M.L. students after the professors had been housed on paper pending Professor Pope's approval. It was also decided to place first year students in Hillcrest, preferably in singles when possible. Returning students who requested specific rooms or singles were then considered and when feasible requests were granted. Health-related requests were given high priority. This system seemed to meet with the unexpressed approval of the students for room changes were at a minimum after everyone had received a room.

2. Another great idea which worked was that instituted by Roberto. The students who did request room changes were asked to sign a sheet posted outside his office door with the motive behind the change. Given the numbers in the School, there were few problems with room mates, etc. overall.

3. Construction in front of Centeno caused some consternation but it passed with the passing of the construction.

4. Marjorie Grant needs an accurate list of those not on the meal plan and for those in the office it is important that students who are not living on campus fill out a form for reference in the event that for whatever reason, the student needs to be reached.

5. A noise factor in Starr was dealt with and no further complaints were voiced.

6. Parties precipitated a few comments from students who lived in nearby rooms as did headlights shining into windows at night. Care should be taken in assigning rooms and to point out the advantage of rooms occupied in such conditions.

7. This year due to large enrollments the Spanish School did not have many "extra" rooms. By the end of the summer these had increased and logically students could protest that they were not allowed to move into a vacant room. I originally explained that a number had to be reserved for visitors and guests of the Spanish School but these I generally placed in the same rooms when available. Perhaps this summer was not representative of the number of such arrivals.

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REGISTRATION

1. The enrollment figures grew and unforeseen changes in enrollment led to a shortage of books. More books had to be ordered and students had to take the shortage into account when signing up for classes.

2. Course rosters were accurate but the drop/add deadline was brought into question concerning the cursillos of the 300-level.

3. Of the students registered for level IV attending Middlebury in the summer and spending an academic year abroad only one remained. Course changes and level changes were fairly common.

4. The idea of pre-registration seems to work for the Spanish School and with even more concentration on detail and up-to-date reports it might function better in the future. If students actually returned their placement examinations and answer sheets within the two week time allotment then the April 20 date would work quite nicely. The Spanish School's lines were cut and registration proceeded smoothly.